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Latino Studies and Information Literacy Competencies

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Latino Studies and Information Literacy Competencies

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Presentation Goals

1. What is Latino Studies?
2. Need for IL competencies
3. What do Latino Studies students know?
4. Future directions

1. What is Latino Studies?

- Research and study of cultures, histories, experiences of people of Latin American descent living in the United States

US Census Bureau report shows Latinos accounted for half of US population growth from 2003 to 2004, due to birthrate, not immigration.

Currently, US Latino population nationwide is over 40 million
– adding Puerto Rican islanders, the Latino population is over 45 million.

Sources: All Things Considered, June 9, 2005;
Hispanic Link Weekly, June 13, 2005.

No “one” Latino Studies model

- Africana & Puerto Rican / Latino Studies
- Chicana/o Studies
- Chicano / Boricua Studies
- Colombian Studies
- Cuban Studies
- Dominican Studies
- Latin American & Caribbean Studies
- Latin American & Latino Studies
- Latino Studies
- Mexican American Studies
- Puerto Rican Studies

2. Need for IL Competencies in Latino Studies

- ACRL IS - "... not aware of IL standards in this area."
- Of 4 curricula, articles, presentations:
 - 2 focus on Latin American / Spanish language teaching
 - 1 vanished from the web
 - 1 article about Latino students (but not Latino Studies)

Source: ACRL IS Teaching Methods Committee. IL In the Disciplines: Hispanic-American, Puerto Rican and Mexican-American / Chicano Studies. Available: <http://faculty.samford.edu/~beashmor/istm/hispanic.html>

Collaboration challenges

- Faculty buy-in
- Traditional views of library instruction
- Latino Studies program status
- Revolving door

Case Study Classes

- **History 445**: History of Mexican Immigration to US
 - Specialized topic course; medium enrollment
 - Lecture, discussion format (Spring 2004)
- **Sociology 330**: Race & Ethnic Relations
 - Survey course; high enrollment
 - Lecture format (Summer 2004)
- **Sociology 332**: Latina/o Experience in US Society
 - Specialized topic course; medium enrollment
 - Lecture, discussion format (Spring 2005)

3. What do Latino Studies students know? Assessment Techniques

- Background Knowledge Probe
 - 3 questions related to IL Standards;
each question had 3 components worth 3 points each
 - thus, 9 total points possible per question
 - 1 self-rating question related to personal knowledge
- Minute Paper Technique
 - "Name 3 things you learned..."
- Muddiest Point Technique
 - "Name one question you still have ..."

Adapted from Angelo & Cross, Classroom
Assessment Techniques, 2nd ed. Jossey-Bass, 1993

Background Knowledge Probe

Questions 1-3:

9 total points possible per question;
3 points per choice per question

Scoring

- 0 = Answer missing
- 1 = Not the best choice
- 2 = Okay, but details missing
- 3 = Great choice!

Q1: Knowing appropriate information resources

- “Name 3 resources you would use to find reliable information on your topic.”
 - IL Standards 1, 2 (Know, Access)
 - General information sources; types of information (primary, secondary); subject organization of information

Q1 Results: Knowing resources

Course	N	Mean Score *	SD	% Correct
Hist 445	24	6.0	1.84	66.7%
Soc 330	62	5.3	1.92	58.4%
Soc 332	24	4.2	1.43	46.3%

* An ANOVA test found statistically significant differences ($p > 0.05$) between means of Soc 330 and Soc 332, and Soc 332 and Hist 445.

Q2: Understanding information

- “What types of materials do you expect to find through these resources?”
 - IL Standards 1 & 2 (Know, Access)
 - Best way to gather necessary information; subject organization of information; matching finding tools to information sources

Q2 results: Understanding information

Course	N	Mean Score *	SD	% Correct
Hist 445	24	3.8	2.95	42.2%
Soc 330	62	3.5	2.08	38.8%
Soc 332	24	3.5	1.96	38.8%

* An ANOVA test found differences between mean scores were not statistically significant ($p>0.05$).

Q3: Evaluating information

- “Name 3 ways you decide a particular source is useful or relevant for your assignment.”
 - IL Standard 3 (Evaluate)
 - How to evaluate information; determine credibility; compare with other sources; critical thinking

Q3 results: Evaluating information

Course	N	Mean Score *	SD	% Correct
Hist 445	24	3.5	2.13	38.9%
Soc 330	62	3.3	2.50	36.2%
Soc 332	24	2.2	1.63	24.1%

* An ANOVA test found differences between mean scores were not statistically significant ($p>0.05$).

Q4: Personal knowledge

- “Rate your pre-existing familiarity with the topic.”

Scoring:

- 1=completely unfamiliar
- 2=maybe know some things
- **3=lots of personal knowledge ***
- 4=have read a lot on the topic
- 5=expert on the topic

* Suggests students of the experience; in LS classes, suggests Latino students

Q4: “Self-Rating” by Course

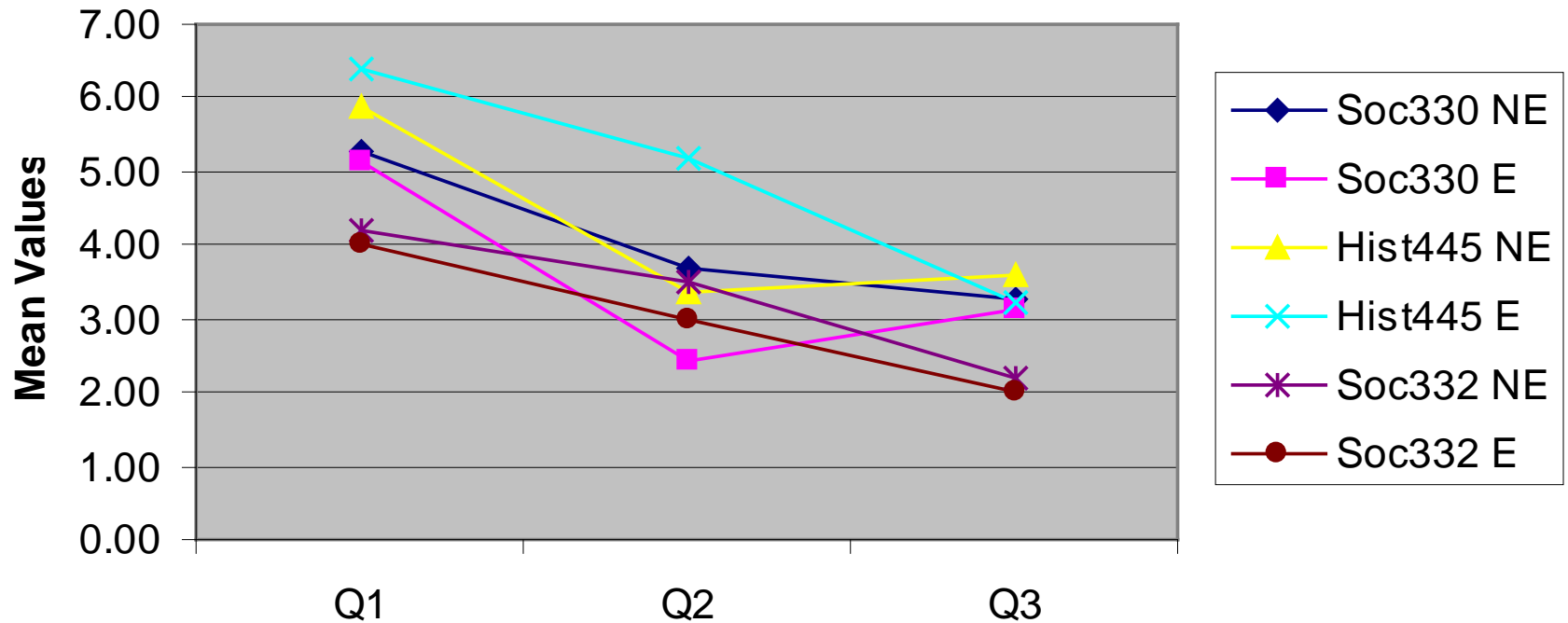
Course	N	Self-Rating Mean	SD	“Experts”	
				#	%
Hist 445	24	2.2	.59	5	20.8%
Soc 330	62	2.0	.66	7	11.3%
Soc 332	24	1.8	.61	2	8.3%
“Experts”	14	3.2	.58	14	100%

“Experts” Results, Q1–Q3

Question	N	Mean Score *	SD	% Correct
Q1	14	5.4	1.87	60.3%
Q2	14	3.5	2.59	38.8%
Q3	14	3.0	2.63	33.3%

* An ANOVA found differences in means are not statistically significant ($p>0.05$) from those of non-experts on Q1-Q3

Knowledge Probe at a Glance



NE="Non-Expert" (rating of 1-2); E="Expert" (rating of 3-4-5)

“Experts” tendencies

TENDED TO KNOW

- Existence of Latino organizations as potential information sources
- Value of oral history, personal accounts

TENDED TO ERR

- Interpreting Latino ethnicity of author as connoting **reliability, accuracy**
- Interpreting primary sources as connoting **reliability, accuracy**

What did students learn?

- Minute paper technique
- Subject-focused indexes: 50% of students
- Specific indexes: Chicano Database (16.7% of students); HAPI (12.5% of students)
- Primary / Secondary sources: 29.2% of students

What questions remained?

- Muddiest Point Technique
- Remote access: 3 students
- Interlibrary loan: 3 students
- Getting started: 3 students

Other issues: Anecdotal evidence

- Interdisciplinarity
- Difficulties knowing / asking about ethnic labels and cultural differences
- Understanding WHY information may not always be available on ANY Latino topic

“What kind of information do I need?”

- Rather, what kind of information *exists*?
 - On which Latino group(s)?
 - In which sources (local, or ILL)?
 - In what language?
 - In what format?
 - What is still unwritten?

“Which resource will get me the information?”

- Today's students expect immediacy!
- Latino Studies is so diverse that...
 - there is no “one” database
 - reference works may be uneven
 - local collections may be uneven
 - research e-journals rare

“Am I using the best terms for this search?”

- Spanish Americans (*Library Literature*)
- Hispanics (*ABI Inform*)
- Hispanic (*Ethnic NewsWatch*)
- Cubanos (*Chicano Database*)
- Hispanic Americans (*Sociological Abstracts*)
- Mexican Americans (*Sociological Abstracts*)
- Puerto Rican Americans (*Sociological Abstracts*)
- Puerto Ricans (*HAPI*)

Subject Headings used in a selection of article indexes – at times anachronistic & odd

4. Future Directions

- Local level: ongoing IL efforts, new collaborations
- National level: Information literacy competency standards in Latino Studies
- More data, more studies

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